

Prince of Songkla University  
Pattani Campus

**Appendix A**

**English Test for Students at Prince of Songkla University, Pattani Campus**

‘English Test for Students at Prince of Songkla University, Pattani Campus’ is a part of a Research Methodology Master Degree student’s thesis. The purpose of this test is to test the English vocabulary of students at Prince of Songkla University, Pattani Campus. This test is confidential and the data will be very useful for improving the students’ English skill. It would be highly appreciated if you do this test carefully.

**Thank you very much for your kind cooperation.**

**Student ID**.....

Start at .....hrs. Finish at .....hrs.

Please circle around a word that is the same meaning as the given word.

**Example :**

exit	exist	exhibit	way out	enter	exciting
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1	<b>Dirty</b>	clean	dusty	strong	thirsty	unclean
2	<b>useful</b>	empty	help	practical	used	useless
3	<b>disease</b>	bad	decease	dizzy	health	sickness
4	<b>Push</b>	bush	catch	press	pull	punish
5	<b>research</b>	ignore	random	reach	resource	study
6	<b>damage</b>	dam	harm	kill	open	repair
7	<b>propose</b>	create	dispose	marry	purpose	suggest
8	<b>forecast</b>	back	data	forward	predict	throw
9	<b>hazard</b>	benefit	danger	hard	relevant	risky
10	<b>important</b>	big	close	import	significant	trivial

Prince of Songkla University  
**Appendix B**  
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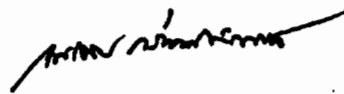
## คำนำ

มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตปัตตานี มีนโยบายชัดเจนที่จะสนับสนุนส่งเสริมงานวิจัย เพื่อให้เกิดการพัฒนาและความก้าวหน้าทางวิชาการ สามารถที่จะนำผลการวิจัยที่ได้ไปประยุกต์ใช้ให้เกิดประโยชน์ต่อการพัฒนาสังคมทั้งในระดับประเทศ และในระดับท้องถิ่น มหาวิทยาลัยได้พยายามที่จะส่งเสริมความเข้มแข็งด้านการวิจัยเช่น การจัดตั้งกองทุนวิจัยให้แก่บุคลากร การสนับสนุนให้บุคลากรให้ไปเสนอผลงานวิชาการทั้งในประเทศและต่างประเทศ การให้รางวัลการตีพิมพ์เผยแพร่ผลงานวิจัย ตลอดจนการจัดประชุมวิชาการเพื่อเสนอผลงานวิจัยภายในวิทยาเขตปัตตานีอย่างต่อเนื่องมาตั้งแต่ปี พ.ศ. 2541

ในปี 2550 มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตปัตตานี ได้จัดประชุมวิชาการเพื่อนำเสนอผลงานวิจัยระหว่างวันที่ 2-3 กรกฎาคม 2550 เพื่อประมวลผลงานวิจัยมานำเสนอและเผยแพร่สู่สาธารณะเพื่อประโยชน์ต่อวงวิชาการอุดมศึกษา และเพื่อให้มีการนำผลงานวิจัยไปประยุกต์ใช้ในเชิงการพัฒนาและแก้ปัญหาสังคม โดยเฉพาะอย่างยิ่งการพัฒนาชุมชนท้องถิ่นภาคใต้ นอกจากนี้ยังหวังว่าการจัดประชุมทางวิชาการครั้งนี้จะก่อให้เกิดกลไกกิจกรรมในเชิงของเครือข่ายการวิจัยระหว่างนักวิจัยและผู้ใช้ผลงานวิจัย ตลอดจนการพัฒนา นักวิจัยรุ่นใหม่ เพื่อให้งานวิจัยในสถาบันอุดมศึกษาเป็น ไปอย่างต่อเนื่อง และมีความเข้มแข็งยิ่ง ๆ ขึ้น

ขอขอบพระคุณประธานแต่ละสาขาวิชา ผู้ทรงคุณวุฒิที่พิจารณาคุณภาพผลงานวิจัย นักวิจัยทุกท่านที่ร่วมนำเสนอผลงานวิจัยทั้งภาคบรรยายและภาคโปสเตอร์

หวังเป็นอย่างยิ่งว่ารายงานการเสนอผลงานวิจัยเล่มนี้จะเป็นประโยชน์ในลักษณะของการประมวลผลงานวิจัยสู่สาธารณะและเป็นประโยชน์ต่อนักวิจัย ผู้ใช้ผลงานวิจัย อันจะนำไปสู่ความร่วมมือในการวิจัยเพื่อพัฒนาและแก้ปัญหาที่สำคัญของประเทศต่อไป



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รองอธิการบดีฝ่ายวิชาการและวิเทศสัมพันธ์ วิทยาเขตปัตตานี



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**Factors Affecting English Vocabulary Skill of  
Undergraduate Students at Prince of Songkla University,  
Pattani Campus**

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**ABSTRACT**

This study was to examine 1) the English vocabulary skill and 2) the factors affecting English vocabulary skill of undergraduate students at Prince of Songkla University, Pattani Campus. The sample subjects were 785 undergraduate students from 5 faculties and 1 college who had studied in the second semester of the 2006 academic year at Prince of Songkla University, Pattani Campus. The data were collected from the English Vocabulary Skill Test and the university MIS database. Mean, standard deviation, t-test, ANOVA and multiple regression analysis were used in data analysis. The results revealed that the English vocabulary skill of undergraduate students was at the medium level. The average score was 5.4 from 10. The multiple regression model showed that English vocabulary skill was related to the student level, faculty and major field of the students.

**Key words:** English vocabulary skill, Undergraduate Students

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## INTRODUCTION

As global communications among people has increased, English has become the first choice for cross-border communication worldwide. English is the language most widely taught as a foreign language in more than 100 countries in the world. In Thailand, since English is not the official language, it is taught as a foreign language both in schools and universities. The rough outlines of the course study include the four basic skills for communication in English (listening, speaking, reading and writing), western culture, and the use of English in other subjects and in the community. However, English learners in Thailand still have competence which is far below that of native speakers. The major factor influencing English language achievement was the student's characteristics, as reported by Kirisri (2003). Other factors were home background, peer, teacher and school. Prapphal and Oller (1982) found that, for Thai freshmen students who studied English as a foreign language for about ten years, the demographic factors (including years of studying English, school achievement grades, parents' income) may cause certain attitudes towards English, which in turn may affect 'English as a foreign language' proficiency. The high school GPA is a cognitive factor that indicates the relationship with English proficiency. Furthermore, the student's English background had the strongest effect on the student's achievement in learning English. In addition, English language skill was related to age, study programs, mass media usage, teacher's attitudes and teachers' understanding about teaching method. Chaowakeeratiphong (2004) studied the factors related to achievement in English of students in Rajabhat Universities in Northern Region and found that the factors of attitude in studying English, motivation in studying English, opportunities of studying English, peer relations when studying English, study habits and quality of instruction had positive relations with achievement in English at the .01 level of significance. And the good predictors that can predict the English achievement of the students were attitude in studying English, opportunities of studying English and peer relations when studying English.

For studying English, reading skill is important. Knowing the information from books, internet or other media, reading skill was first needed than other skills.



However, Thai students had problems in reading English especially problem on vocabulary (Anusornnorakarn, 2001). To understand a text requires not only the ability to read words but also the vocabulary knowledge.

The present study focuses on the English vocabulary skill outcome variable to find out the factors affecting English vocabulary skill of the undergraduate students at Prince of Songkla University, Pattani Campus.

## MATERIALS AND METHODS

### *Participants*

The participants for this study were 785 (168 males and 617 females) undergraduate students studying in the second semester of the 2006 academic year at Prince of Songkla University, Pattani Campus. The sample subjects were selected by the method of purposive sampling, from 5 faculties and 1 college : Faculty of Education, Humanities and Social Science, Science and Technology, Communication Science, Fine and Applied Arts and College of Islamic Studies, in order to get the students major field in sciences and arts.

### *Data Collection*

A cross-sectional study was used in this study. The instruments included the English Vocabulary Skill Test and the university database.

The English Vocabulary Skill Test was used to measure the English vocabulary skill of undergraduate students. The test consisted of ten common English words used in texts studied at high school level. For each word, there were five possible response items: a synonym, a similar sounding word, a similarly written word, an opposite word and another unrelated word. These items were listed in random order, and the student was requested to select the word that most closely matched the given word in meaning.

Then, the students' background was identified via links to the university's database using the students' ID. The variables of this study consist of 8 categorical independent variables (genders, religions, provinces, schools in Matthayom 6, faculties, student level, major fields (as the different faculties have similar major





fields, so a new variable for major field containing seven categories was created) and degree durations) and a continuous independent variable (test time used).

### *Statistical Methods*

Preliminary statistical analysis involved examining the frequency distributions of the independent variables and their univariate association with the outcome. Then, the multiple regression analysis was used to investigate the relations between the independent variables and the English vocabulary skill outcome (Kleinbaum et al, 1998).

## **RESULTS**

Table 1 shows the distribution of categorical independent variables. There were 785 sample subjects. 78.6% were females, and 50.3% were Muslim. There were only 35.7% of the students finished their Mattayom 6 from the religious school. The students from 5 Southern Border Provinces, which consisted of Satun, Songkhla, Pattani, Yala and Narathiwat were 59.5%. Most of the students (90.7%) studied in 2 or 4 years programs. The amount of the 1<sup>st</sup> years, 2<sup>nd</sup> years, 3<sup>rd</sup> years, 4<sup>th</sup> years were 25.9%, 34.6%, 21.4%, and 18.1% respectively.

According to the faculties, 33% of the students were from Faculty of Science and Technology, 23.1% from Faculty of Education, 20.5% from Faculty Humanities and Social Sciences, 12.5% from College of Islamic studies and the rest of 10.9% from Faculty of Communication Science and Faculty of Fine and Applied Arts.

Their main major fields were science (43.8%), languages (24.1%) and Islamic studies (13.2%).

Turning to the continuous independent variables, the test time used varied from 1 to 30 minutes with mean 5.9 and standard deviation 3.3 minutes. However, most students spent 1 to 10 minutes to complete the test, 31.3% finished within 5 minutes, 17.8% finish within 10 minutes and there were only 3.8% that spent more than 10 minutes to finish the test.



**Table 1:** Distribution of categorical independent variables

Independent variables	Category	Count	Percent
Gender	Male	168	21.4
	Female	617	78.6
Religion	Islam	395	50.3
	Other	390	49.7
Province	5 Southern Border Provinces	467	59.5
	Other Provinces	318	40.5
School in Mathayom 6	Religious School	280	35.7
	Other School	505	64.3
Faculty	Education	181	23.1
	Humanities & Social Sciences	161	20.5
	Science & Technology	259	33.0
	Islamic Studies College	98	12.5
	Communication Science	41	5.2
	Fine & Applied Arts	45	5.7
	Student level	1 <sup>st</sup> Year	203
	2 <sup>nd</sup> Year	272	34.6
	3 <sup>rd</sup> Year	168	21.4
	Up to 4 <sup>th</sup> Year	142	18.1
Major field	Science	344	43.8
	Communication Science	55	7.0
	Social Sciences	28	3.6
	Education	19	2.4
	Islamic Studies	104	13.2
	Arts	46	5.9
	Languages	189	24.1
	Degree Duration	2 or 4 years	712
	5 years	73	9.3

As for the outcome, the test scores that used to measure the English vocabulary skill of the students were ranged from 0 to 10. The mean score was 5.4 with standard deviation 2.5.

**Table 2:** Association between outcome and independent variables

Independent variables	p-value
Faculty	0.000
Major field	0.000
Student level	0.000
Degree Duration	0.006
Test Time used	0.042

Table 2 shows the p-values that were below 0.05 of univariate analysis between the outcome and independent variables. It was found that the faculty, major



field, student level, degree duration and the test time used were statistically significant related to the test scores. Then, a multiple linear regression analysis was performed to test the association between outcome and all independent variables. The result was shown that 3 independent variables had statistically significant with the outcome; the p-values were below 0.05. After that the reduced model was produce by omitting the independent variables that were not statistically significant at the 0.05 level using backward elimination. The result presented in table 3.

**Table 3: Multiple Linear Regression Model**

Independent variables	Coef	SE	p-value
<b>Student level</b>			0.000
1 <sup>st</sup> Year	0*		
2 <sup>nd</sup> Year	-1.186	0.242	0.000
3 <sup>rd</sup> Year	0.106	0.271	0.697
Up to 4 <sup>th</sup> Year	-0.645	0.261	0.014
<b>Faculty</b>			0.000
Education	0*		
Humanities & Social Sciences	2.190	0.351	0.000
Science & Technology	-0.598	0.278	0.032
Islamic Studies College	2.391	0.100	0.016
Communication Science	3.552	0.765	0.000
Fine & Applied Arts	-0.845	2.252	0.708
<b>Major field</b>			0.000
Science	0*		
Communication Science	-5.860	0.725	0.000
Social Sciences	-3.913	0.587	0.000
Education	-0.838	0.577	0.147
Islamic Studies	-4.313	0.996	0.000
Arts	-0.071	2.239	0.975
Languages	-1.300	0.352	0.000

r-sq : 0.222

The result was shown that the student level, faculty and major field were significantly related to the English vocabulary skill of the students. The r-squared was 0.22.

## CONCLUSION AND DISCUSSION

From this study, the results presented that the undergraduate students' English vocabulary skill was at the medium level. The average scores were 5.4 from 10. Multiple regression model was used to investigate the association between the independent variables and the English vocabulary skill outcome. It was found that



there were three factors (student level, faculty and major field) associated with the students' English vocabulary skill.

This study revealed that the undergraduate students at Prince of Songkla University, Pattani Campus had the limitation of the vocabulary knowledge that was caused the students lacked the reading ability. Suknantapong et al (2002) found that the Humanities and Social Sciences students performed poorly in reading ability and their poorest skill was inference and determining context clues. Moreover, Kaewklom's study (2002) indicted that the problems found in the English reading were vocabulary, grammar and disturbing environment. Furthermore, the vocabulary skill depended on the students' level, faculty, and major field. Likewise, the study of Anusornnorakarn (2002) presented that the students' level and major field were statistically different in reading ability. In addition, Suknantapong et al (2002) reported that Humanities students performed significantly better than Social Sciences students in reading skills.

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